



– AIDSLink #60 – Children, HIV & AIDS

“Do not despise the day of small things.” Zech 4:10

May 2007

AIDSLink#60 touches on three areas that are critical in working with children in the context of HIV&AIDS: preventing mother-to-child transmission of HIV, preventing infection among youth, and protecting and supporting children. Though not covered in this edition, the provision of paediatric treatment is also a strategic part of addressing HIV&AIDS.

What are the “hot topics” of discussion in your setting to consider in future AIDSLinks? In the next few editions we will cover issues of ethics, leadership, and home-based care to stimulate us all towards increasing effectiveness in ministry. Encourage others by contributing your experiences, questions, suggestions, and comments to AIDSLink.

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SIM AIDS related ministries and HOPE for AIDS

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1. From small beginnings

Read Mt 13:31-33. A small amount of yeast may appear insignificant but what a difference it makes when added to flour. It turns the flour into something new and different. Yeast is an agent of change. In the same way, the growing transforming power of the kingdom of God is penetrative. Transformation happens when the nature of something is substantially changed. God transforms. In Christ we become a “new creation”. People whose minds, characters and behaviour, are being transformed into the image of Jesus permeate and affect the world around them. It begins with individuals and extends to families, communities and nations. Transformed individuals and families know that God has put them in their community for a purpose. Transformed communities influence their environment, culture, and society, nations themselves are transformed.

This is a process. A mustard seed takes a long time to grow into a tree! Even in unfavourable conditions, the mustard seed may continue to grow into a tree of height and influence.

For discussion:

1. Where do you see God’s Spirit at work in your world in “small things” which you can encourage?
2. How is the kingdom of God evident in your setting? What do those around take notice of?
3. Where can you see God turning the mustard seed into the tree of growth & maturity?

2. Building resilience in children

“*Building Resilience in Children Affected by HIV/AIDS*” (2003), first produced by Catholic AIDS Action Namibia, is a guide to psychosocial support for children. Author Sister Silke-Andrea Mallmann writes, “The impact of the HIV/AIDS pandemic challenges us to approach childcare and education differently, but we have experienced teachers on our side – the children themselves! Sometimes children know best what they need. When we listen to them, pay attention to their ideas and learn from their coping strategies, we recognize their resources, their skills, their strengths and their endurance. In order to assist them, we have to work with them.”

The book's eight chapters are designed to help parents, caregivers and teachers understand children who are caring for a sick parent or who have lost a parent and provides practical advice on supporting children who have experienced loss. Particularly helpful are games that encourage children to explore their world while learning skills that foster resilience. They are designed to foster social and emotional learning, trust, group cohesiveness and social skills, self-esteem, self-confidence and co-operation, and for recognizing, understanding and dealing with feelings. To download (162 pages, 5.6MB) visit:

<http://www.fhi.org/NR/rdonlyres/e5eudagbhigtrlgq6wuvcltmnaiad55yfe3iwwv35ws4s322pu3gu4ffyyfu3h4ndcf6hm6noizaic/CAACompletebook.pdf>

3. Tools: displaced & separated children; memory work; & support toolkit

1. Over the past decade, child welfare practitioners have adapted participatory learning and tools and techniques to address a wide range of issues relevant to children in difficult circumstances. *"Mobility Mapping and Flow Diagrams: Tools for Family Tracing and Social Reintegration Work with Separated Children"* (2003) provides concrete examples and simple step-by-step instructions which can be used by both experienced and novice practitioners who deal with children in difficult circumstances.

Part I shows how a mobility map can be used as a special documentation tool for "hard-to-trace" children by providing information about their lives prior to separation. The methods described have been instrumental in the successful tracing of immediate family members or other relatives of separated children. Research findings that support the usefulness of drawing to facilitate recall among younger children are also presented. Part II builds on the first by discussing mobility maps and flow diagrams as family assessment tools for use in reintegrating separated children into households. Methods presented in the second part have facilitated the reintegration of children into households in an impoverished environment. It is available (373KB) at:

http://pdf.usaid.gov/pdf_docs/PNACS219.pdf

2. The *"Memory Work Trainer's Manual"* is a community-led approach which guides trainers through a course to support parents, guardians and carers affected by HIV&AIDS, by helping them to:

- share information, hopes and fears with their children
- strengthen each child's sense of identity and belonging
- plan for the future care of their children

It helps parents look at how to disclose their HIV status to their children, record important information in 'memory books', and plan for the future. It can be delivered to people with varying levels of education, but the trainer will need to adapt it to suit the local cultural context and reality. It is available (724KB) at:

www.healthlink.org.uk/PDFs/imp_manual.pdf

3. *"Orphans and other vulnerable children support toolkit CD-ROM (Version 2)"* The International HIV/AIDS Alliance and Family Health International have published an updated version of the CD-ROM. This CD-ROM contains an electronic library of over 650 resources on supporting orphans and vulnerable children. These have been gathered from a wide range of organisations, drawing on years of experience to create a 'toolkit' for others to use.

This toolkit is for use by non-governmental organisations (NGOs), governmental organisations, community-based organisations (CBOs) and individuals working with orphans and other vulnerable children. It is also available on-line: www.ovcsupport.net. The on-line toolkit is regularly updated with new information and resources. Order a free copy of the toolkit from www.aidsalliance.org/sw31913.asp

4. Creating participatory radio with children

"Creating Participatory Radio with Children: A Facilitator's Guide" (2006) was originally published by Organization: Community Media for Development to support the National Children's Radio Forum in Mozambique. It is designed for young facilitators and producers to encourage the active participation of children in creating radio about children's issues. It contains a workshop outline, information on how to write radio dramas, how to record and create sound effects, and technical information for producing high quality dramas in various resource settings. It is available in low resolution (2MB) at:

www.cmfed.org/cmfedpubs/CMFEDChildrensGuidetoParticipatoryRadioforFacilitatorsLowRes.pdf

5. Examples of good practice in mother- to-child prevention

Opportunities and challenges faced by Christian organizations and churches in scaling up prevention of mother-to-child transmission (PMTCT) of HIV in Africa are highlighted in the report “*Focused Church Based Action for PMTCT Case Studies of Tearfund Partner PMTCT Programs in Democratic Republic of Congo, Ethiopia, Kenya, Malawi, Tanzania, Zambia and Zimbabwe*” (Oct 2006).

Good practice recommendations from this report include: testing parents for HIV (highest rates occur if routine testing of both parents is promoted. It requires a process of group counselling followed by same day testing and couple or counselling when giving results); involving men, issuing Nevirapine for mothers and infants; clarifying infant feeding messages; accessing CD4 counts; supplying Cotrimoxazole (together with provide supportive policies, training and supplies); ensuring safer delivery; integrating prevention activities with community activities; monitoring PMTCT program for program performance; sensitizing church leaders to PMTCT; scaling up; and communicating what the church is doing and achieving

The report (1.2MB) is available at:

<http://tilz.tearfund.org/webdocs/tilz/HIV/Focused%20Church%20Based%20Action%20for%20PMTCT%20-%20Final%20report%2017.pdf>

6. Making it known – Marginalized people: our Christian response + Hints on writing for a conference abstract

1. Erin Wilson projects@micahnetwork.org, Special Projects Coordinator for Micah Network, writes: “We would like to extend an invitation to you, your colleagues, and partners in the Asia Pacific region to participate in the Micah Network Asia Pacific regional consultation on Marginalized People - Our Christian Response.

The consultation will be held in Kuala Lumpur, Malaysia 1-5 October 2007. It will tackle four cross-cutting issues through Bible teaching, plenary sessions, case studies and workshops: HIV & AIDS, gender, advocacy, and stigma. Join with fellow Christian NGOs and church pastors and leaders from the Asia-Pacific region to :

- increase your capacity to work with marginalised peoples
- share experiences and network with your peers
- prayerful reflection and mutual encouragement
- learn practical skills from case studies and workshops
- explore good practices and lessons learnt
- grasp a deeper understanding of integral mission
- deepen engagement with other Micah Network members in the region

Bookings can be made through www.micahevents.org or by downloading a registration form from www.micahnetwork.org

2. Why write a conference paper? Presenting papers at conferences, consultations and workshops is an excellent opportunity to network, get people interested in what is happening in your setting, and present research. It allows you to harness and disseminate experiences that otherwise you may not get around to carefully documenting, including what works and what doesn't.

Most conferences require that an abstract of your proposed paper be submitted for review. An abstract is a summary of a body of information in 100-350 words. It concisely highlights or reviews the major points covered by project or research study, expresses the main argument of a paper. It does not include bibliographic citations.

An example of guidelines on how to write an abstract successfully has been prepared for the African Palliative Care Association for their 2007 conference “Palliative care – making it real”.

www.apca2007nairobi.com/downloads/Abstract%20Writing%20Hints.pdf

7. Tip of the Month – Assessing risk

This tool uses a simple matrix to consider what risks an organization, community, individual or project faces, how likely they are to happen, and what the impact of them happening will be. A risk assessment helps to:

- identify hazards associated with a particular activity or situation
- identify how likely stakeholders are to encounter that hazard
- identify the impact a hazard might have on an activity or situation if it occurs
- judge whether or not the risk associated with carrying out an activity, or being in a particular situation, is acceptable
- decide whether or not to carry out a particular activity or be in a particular situation
- identify how to lessen the likelihood of encountering a hazard, or decrease its impact if it does occur.

The process:

1. Draw a risk assessment matrix with four columns and four rows
2. Ask participants to think of all the potential hazards associated with a particular action or situation. For example, a hazard associated with a project might be that 'The funding for the activity stops' or 'people won't want to participate in the activity'.
3. For each hazard ask:
 - What is the likelihood of this happening – high, medium or low?
 - What would be the impact on the activity if it did happen – high, medium or low?

Write or draw the name of the hazard in the appropriate box. For example, a hazard that is highly likely to happen and will have a large negative impact will be written in the top left-hand box. A hazard which is unlikely to happen, and will only have a small negative impact if it does, will be written in the bottom right-hand box.

4. When this has been done for all hazards, ask participants to consider the risk assessment as a whole.
 - What carries the most risk? What carries the least?
 - Are the risks associated with a particular situation acceptable or not?
 - How can they reduce the likelihood of encountering the hazard?
 - How can they lessen the impact of the hazard if it does occur?
 - What are their conclusions about a particular activity or situation?

Likelihood of this happening

Impact

Impact Likelihood of happening	High	Medium	Low
High			
Medium			
Low			

This tool has been reproduced from *Tools Together Now, 2006* (250 pages) by AIDS Alliance and is available for downloading (2.9MB) at: www.aidsalliance.org/sw36326.asp



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Championing HIV & AIDS ministries and helping SIM and its partners respond more effectively to growing epidemics in Africa, Asia, and South America

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